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This brief review of seven documents in the Clearinghouse for Junior College Information collection indicates the growing interest in adult and continuing education on the local, state, and national levels. This related to (1) the improving educational level of the general population, (2) the changing and increasingly complex world, (3) increasing leisure, and (4) the rising standard of living. Junior colleges are in a unique position to meet the diverse demands of a rapidly-changing society. As shown by the abundance of federally supported programs in America's 2-year colleges, a major emphasis in the future will be on the training and retraining of adults. Our technological society is going to demand continuing adult education. Greater involvement with local employers is necessary in planning future adult programs. There is no sound research to suggest that instructors of adults need special attributes or characteristics not common to instructors in other areas. There appears, however, to be a problem relating to "credits" for adult education courses and this issue affects the staffing possibilities available to the junior college. If a "credit course" requires an instructor with a master's degree, the adult education program is in real jeopardy. Junior colleges are going to enroll more and more adult students in the future. More viable programs are needed to accommodate this increased number of students. (RM)

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ADULT EDUCATION IN THE JUNIOR COLLEGE

One of the functions of the community junior college is the continuing education of adults for which it provides through both daytime and evening classes. Adult programs are well-attended. In fact, California junior colleges enroll more part-time adults than full-time students (ED 014 270).

Employed men and women — and also housewives — attend junior college classes for a variety of reasons. Some are preparing to earn a living; others, to transfer to a senior institution; and others, to advance their general education so that they may live with greater satisfaction. Current junior college adult education programs are giving particular attention to the need for retraining in various occupational fields as automation destroys some positions concurrently with its creation of others.

This issue of *Junior College Research Review* examines research reports that relate to various aspects of adult education in the two-year college. The studies were selected from documents received and processed at the ERIC Clearinghouse for Junior College Information. All of them included here have been announced and abstracted in *Research in Education*. Copies of the reports are available from ERIC Document Reproduction Service.

Review

Modesto Junior College (California) conducted a study to determine the effectiveness of its preemployment program (New Hope Project) for under-educated adults by tabulating the rates of continuing employment for participants in the project (ED 011 357). Data were gathered by the college employment service and the project training staff, using a Post-Training Report. In a majority of cases, this necessitated a personal interview with the trainee at intervals of three, six and twelve months after training was completed.

Of the students who dropped out before completing the New Hope Project, more than half accepted jobs that related directly to their coursework. The rate of continuing employment for the program was from 55 to 60 percent. While student earning power was significantly improved, job retention was low and turnover high.

Specifically the study found that:

1) The majority of trainees in the program entered employment in a field related to their training and they typically continued in that employment on a full-time basis.

2) Earnings for the average trainee ($1.82 per hour) provided a favorable wage when compared to the earnings of the subculture from which the trainees came.

3) The earnings power of persons trained for a given occupation in the New Hope Project were likely to be as high outside that occupation as within it. Low wages in a number of occupations resulted in low trainee retention. Most important, trainees could find higher wages outside the occupation for which they were trained.

4) The present employment placement services were ineffective in that less than ten percent of all persons employed actually secured their jobs through the local employment agency.

The Modesto study recommended that employers be more involved in trainee evaluations and that experimental studies be undertaken to compare the effectiveness of adult programs that emphasize skills with that of programs that develop basic work habits and attitudes.

Another Modesto Junior College research endeavor examined the dropout patterns of the New Hope Project (ED 011 195). Of the 1006 adult referrals from the Department of Employment, 29 percent dropped out before completion of this training project. Of these, six percent accepted employment and 11 percent dropped for unavoidable problems. Therefore, the actual dropout rate was 12 percent, or 121 dropouts that could have been prevented by program improvement. The study indicated that two-thirds of the total dropouts were students with no prevocational training. The report concluded that, with additional services and staff,

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the New Hope Project could prevent at least one-third of all dropouts.

Riverside City College (California) conducted a study of its 225 mature women students attending day classes, to discover problems, if any, pertaining to that group of adults (ED 010 739). For the purposes of the study, a mature woman was defined as being 25 years or older *or* married. Findings suggested that the basic problem encountered by mature women was a lack of time for both home duties and study.

The women queried in the survey had a grade point average of 0.5 higher than that of the total student body. Most participants indicated no serious financial problems. The study recommended that:

1) more classes be scheduled between 10 a.m. and 2 p.m. to encourage mature women to return to college;
2) the college develop a program of instruction in nursery school methods, to provide assistance in child care to qualified women enrolled;
3) the college activate an organization for mature women — to provide them with a sense of identification with the campus;
4) specific scholarships be set aside for mature women students.

Dutchess Community College (New York) conducted a survey of the non-degree-credit courses and programs offered by the 34 public two-year colleges in the State (ED 013 110). Of the 26 respondents, 20 or more indicated that they (1) offered remedial courses designed as preparation for enrollment in certain degree-credit courses, (2) did not offer noncredit enrichment courses for superior high school students, (3) did not offer noncredit courses designed specifically for high school dropouts or other disadvantaged groups, (4) did offer such courses in professional, technical, or vocational fields, with 14 community colleges awarding certificates for successful completion, (5) did not offer courses for special community groups, (6) expected increased demands for noncredit courses to be offered by the community colleges in general and by their colleges in particular, and (7) considered the expected trend desirable.

The study concluded that New York Community Colleges are willing, within limits, to accept responsibility for noncredit courses and programs, that this responsibility is assumed primarily by the college's evening programs, and that administrators regard the offering of a wide range of noncredit courses as a proper and desirable function of two-year colleges. A careful examination of the capacity of these institutions to provide the educational services needed by their communities was strongly recommended.

Regional and national conferences have focused on the role of adult education in the two-year college. At one such meeting (ED 013 624), reports of research indicated that (1) few junior colleges employ adult education administrators and that such positions are relatively new, (2) junior colleges are limited by certain forces that prevent the full realization of their adult education potential, and (3) factors that foster adult education activity include public control, separate organization, statements of guiding principles, clearly identified staff and functions, documentary recognition of the adult education function, budgeting flexibility, administrative and community support, and career identification for the program director. Weaknesses in adult education programs include (1) administrative conflict, (2) reluctance of administrators to be innovative, (3) emphasis on classes for credit, (4) restriction of adult education programs to evening hours, (5) lack of financing, and (6) lack of specially designed, adequate student personnel services.

The perceptions of characteristics of the "good teacher" differ little between adult and younger students.

Modesto Junior College obtained written descriptions pertaining to teachers from 85 students, seven instructors, and two administrators (ED 010 677). The study found that the attributes of the effective teacher are derived from a single goal — the ability to help the student to develop and maintain self-confidence. The teacher attributes necessary to attain this goal were identified as understanding, flexibility, patience, practicality, sense of humor, creativity, and preparation. The study recognized that while any given instructor could not possess all of the needed characteristics, it did emphasize that a balance of attributes among members of the staff could be achieved. The findings of this research endeavor were used to design an interview schedule that would assist in screening potential teachers as well as in gaining insight about current faculty members of the adult education staff.

Summary

The growing interest in adult and continuing education on the local, state, and national levels appears related to (1) the improving educational level of the general population, (2) the changing and increasingly complex world, (3) increasing leisure, and (4) the rising standard of living (ED 013 624).

Junior colleges are in a unique position to meet the diverse demands of a rapidly-changing society. As shown by the abundance of federally supported

MDTA programs in America's two-year colleges, a major emphasis in the future will be on the training and retraining of adults. Our technological society is going to demand continuing adult education. Greater involvement with local employers is necessary in planning future adult programs.

There is no sound research to suggest that instructors of adults need special attributes or characteristics that are not common to instructors in other areas. There appears, however, to be a problem relating to "credits" for adult education courses and this issue affects the staffing possibilities available to the junior college. If a "credit course" requires an instructor with a master's degree, the adult education program is in real jeopardy.

Junior colleges are going to enroll more and more adult students in the future. More viable programs are needed to accommodate this increased number of students.

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Clearinghouses

Adult Education, Syracuse University, Syracuse, New York 13210.

Counseling and Personnel Services, University of Michigan, Ann Arbor, Michigan 48104.

Disadvantaged Yeshiva University, New York, New York 10003.

Early Childhood Education, University of Illinois, Urbana, Illinois 61801.

Educational Administration, University of Oregon, Eugene, Oregon 97403.

Educational Facilities, University of Wisconsin, Madison, Wisconsin 53703.

Educational Media and Technology, Institute for Communication Research, Stanford University, Stanford, California 94305.

Exceptional Children, National Education Association, Washington, D.C. 20036.

Higher Education

Junior Colleges, University of California at Los Angeles, Los Angeles, California 90024.

Library and Information Sciences, University of Minnesota, Minneapolis, Minnesota 55404.

Linguistics, Center for Applied Linguistics, Washington, D.C. 20036.

Reading, Indiana University, Bloomington, Indiana 47401.

Rural Education and Small Schools, Box AP, University Park Branch, New Mexico, State University, Las Cruces, New Mexico 88001.

Science Education, Ohio State University, Columbus, Ohio 43221.

Teacher Education

Teaching of English, National Council of Teachers of English, Champaign, Illinois 61820.

Teaching of Foreign Languages, Modern Language Association of America, New York, New York 10011.

Vocational and Technical Education, Ohio State University, Columbus, Ohio 43212.

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All of the documents reviewed are available (in microfiche or hard copy) from the ERIC Document Reproduction Service National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014.

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